

## Arizona Secondary Mentoring Project (STMP)

<http://arizonatransition.org/moodle/>

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## STMP PRINCIPLES:



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## Participating STMP Teams

■ 2009-2011 Cohort    ● 2010-2012 Cohort    ◆ 2011-2013 Cohort

### WELCOME 2009-2011 Cohort Reps

Sarah Stone  
Apache Junction High  
School

Naomi Cordova, Ph.D.  
Santa Cruz Valley Union HS

Susi Griffin  
Buckeye



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## Main Goals:

- **GOAL 1:** Provide high quality professional development on topics related to the State Performance Plan Indicator 13 to achieve 100% compliance.
- **GOAL 2:** Provide training and support to to improve staff capacity to provide research-based transition planning and services.
- **GOAL 3:** Facilitate the development of Community Transition Teams (CTTs). Each STMP team will invite stakeholders from their local community to participate in a CTT. CTT members will collaboratively identify areas of need for the community and develop a continuously-updated action plan.



*1. Why did you apply for the STMP grant?*

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## Training Activities:

- ✓ Quality Needs Indicator Checklist
- ✓ Team building inside and outside school
- ✓ Administrative and teacher buy in
- ✓ Training staff re: indicator 13
- ✓ Meeting time with ADE monitors
- ✓ Action planning
- ✓ Self determination instruction
- ✓ Transition assessments
- ✓ Employment and vocational opportunities
- ✓ IEP Audits
- ✓ Indicator 14
- ✓ Sustaining improvements in transition



*2. Please describe the 2-year training process from your perspective. What did the two-day trainings typically involve?*

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## 4 week short course, 2 reps. per PEA

### BEST PRACTICES IN TRANSITION PLANNING

#### Session 1: Transition and IDEA

- Understand the primary reasons transition is included in IDEA.
- Identify the key concepts of transition: results-oriented, student-centered and coordinated effort.
- Apply the concepts of results-oriented, student-centered and coordinated effort to a case study.

#### Session 2: Who is Involved in Transition Planning?

- Identify and understand the major components of the IEP specific to transition.
- Monitor IEP components for Federal and State compliance according to the Indicator 13 checklist.
- Apply concepts to case studies and your students.

#### Session 3: The Transition Planning Process

- Describe the comprehensive transition planning process.
- Identify and complete the critical components of a comprehensive IEP using a case study.
- Given the necessary steps that need to be completed before, during and after the IEP meeting, identify which ones you need to improve.

### TRANSITION ASSESSMENT: THE BIG PICTURE

#### Session 1: Understanding Transition Assessment

- Define transition assessment, as it relates to youth with disabilities.
- Describe the foundational elements of transition assessment, including self-determination and person-centered planning.
- Describe the roles for practitioners, students and families in transition assessment.

#### Session 2: Types and Approaches

- Examine your school and district assessment processes.
- Describe the types and approaches in transition assessment.
- Describe how to create an assessment plan and key attributes of the process.
- Distinguish between standardized and informal assessments.
- Discuss benefits and limitations of both standardized and informal assessments.
- Summarize benefits and limitations of various informal assessments.

#### Session 3: Assessment Process

- Describe the assessment in the form of a process.
- Describe the assessment process, including characteristics and mile markers.
- Describe factors to consider in administering various assessments.
- Discuss key components in presenting assessment data to students, families and staff.
- Describe what to do with assessment data after it has been collected and interpreted.

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## State Level Guest Speakers

Barb Ross	Parent Information Network Specialist, AZDE Exceptional Student Services
Vicki Rozich	Family Support Specialist: Raising Special Kids
Karen Johnson	ADE - Transition & Traumatic Brain Injury Specialist
Ethan Orr	Executive Director, Linkages
Ramona Sandensteban	Manager, Disability Resource Center
LaMerie Lucas	HR Manager, Salfway Phoenix Division
Marta Urbina	AZ Dept of Health: Office of Children with Special Health Care Needs
Derrick E. Platt	Probation Supervisor, Community Supervision Bureau, Maricopa County Juvenile Probation Dept.
Betty Schoen	State Transition Coordinator, Rehabilitation Services Administration
Dana Johnson	Project Director, AZ Employment & Disability Partnership, AHCCCS
Linda Tasco	Director of Program Services, Division of Developmental Disabilities
Kim R. Strentz	Children's Lead Clinical Advisor, ADHS/Division of Behavioral Health Services
Melissa Williams	Disability Program Navigator Manager, Rehabilitation Services Administration
Rhonda Webb	Work Incentive Coordinator, AZ Bridge to Independent Living
Mary Kearney	Assistive Technology Specialist, AZDE/Exceptional Student Services
Tony DiIrenzi	Executive Director, AZ Statewide Independent Living Council (SILC)
Kay Schreiber	AZDE, State School Counselors Supervisor
Barbara E. Jackson	Social Security Administration, Area Work Incentive Coordinator

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## FLIP VIDEO TRAINING

### TOPICS

- YOUR CTT
- MEASURABLE POSTSECONDARY GOALS
- INDICATOR 13
- WORK EXPERIENCES
- COLLABORATION
- TRANSITION ASSESSMENT



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## ACTION PLANNING SAMPLE GOALS

- To improve transition education and services
- To have all IEPs in compliance with transition requirements
- Sustain high compliance in Indicator 13
- Create Community Transition Teams

	Who	By When	What's the Outcome?
<b>Steps</b>			
1.			
2.			
3.			
4.			



3. What types of activities did your STMP or CTT choose to do? Please describe one in detail.

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AZ STMP Cohort 09-11		Process Checklist Summary											
In place YES/NO	Center for Academic Success	Target Verdict	Buckeye	Santa Cruz	SCV UH SD	Scottsdale	Kin gsm an	Apache Junction	Pay son	Yes	No	% YES	
<b>Teaming</b>													
STMP Team is established and includes all recommended representation (e.g., Administrator/administrator designee, special educator (w/IEP), CTE teacher/general educator/school guidance counselor).	Y	Y	n	n	Y	Y	Y	Y	n	6	3	67 %	
Building Administration - that is, principal or district level leader attends STMP team meeting at least 3x a year (e.g., Fall, Winter, Spring) and receives agenda and minutes for every meeting.	Y	n	n	n	Y	Y	n	Y	n	4	5	44 %	
At least one process for reaching a team decision has been defined and adopted. (Refer to High Functioning Team Handbook for examples).	Y	n	Y	n	n	Y	n	Y	Y	5	4	56 %	
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	Y	Y	Y	Y	Y	Y	n	Y	n	7	2	78 %	
STMP team routinely uses data to drive decision-making.	Y	Y	Y	Y	Y	Y	Y	Y	n	8	1	89 %	

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AZ STMP Cohort 09-11		Process Checklist Summary											
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<b>STMP Processes</b>													
All team members are highly knowledgeable of transition compliance requirements.	Y	Y	Y	Y	Y	Y	Y	Y	Y	9	0	100 %	
STMP team systematically shares transition information with community and families.	n	Y	Y	n	Y	Y	Y	n	Y	6	3	67 %	
STMP team collaboratively reflects on areas of local need identified through data (e.g., Indicator 13 compliance data, drop out data, graduation rates, PSO data, quality needs indicator assessment data).	Y	Y	Y	Y	Y	Y	n	Y	Y	8	1	89 %	
District leadership is familiar with the contents of the action plan.	Y	n	Y	Y	n	Y	Y	Y	Y	7	2	78 %	
STMP team collaboratively monitors progress quarterly on action plan items	n	Y	n	Y	Y	Y	n	Y	n	5	4	56 %	



**4. How did your STMP team change over the two years of training?**

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**5. How did your CTT evolve and change over the course of the training?**

Community Transition Team													
By the end of yr. 1 or beginning of yr. 2, Community Transition Team (CTT) is established (minimum one meeting).	Y	n	Y	Y	Y	Y	Y	Y	Y	8	1	89%	
CTT is representative of community (i.e., team includes outside agencies, a young adult with a disability, parents of a young adult with a disability, and a business representative).	n	n	Y	n	Y	Y	Y	Y	n	5	4	56%	
CTT establishes a team name and vision.	n	Y	n	Y	Y	Y	Y	Y	Y	7	2	78%	
CTT collaboratively develops and implements an action plan that addresses the prioritized needs.	n	Y	n	Y	Y	Y	n	Y	Y	5	4	56%	

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6. What barriers did you encounter and what did you do to overcome them?

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7. What changes in your district/community do you see as a result of the STMP project?

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## Plans for the Future



### AZDE Contact Information:

**Lorrie Sheehy**

Transition Specialist

Arizona Department of Education

Exceptional Student Services

400 West Congress, Ste. 241

Tucson, AZ 85701 520-628-6351 Fax:

520-628-6324

[lorrie.sheehy@azed.gov](mailto:lorrie.sheehy@azed.gov)



8. What are your plans for the future?

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